

WAKE COUNTY BOARD OF EDUCATION

Work Session / Committee of the Whole

PRECIS

SUBJECT/TOPIC

COMMON CORE MATHEMATICS 2012-13

DEPARTMENT, BOARD/STAFF LIAISON(S), AND ANY PRESENTERS FROM OUTSIDE THE DISTRICT

Dr. Sylvia Wilkins, Assistant Superintendent for Academics
 Dr. Ruth Steidinger, Senior Director for Middle School Programs
 Mr. John Williams, Senior Director for High School Programs
 Ms. Wendy Carlyle, Director for Academically or Intellectually Gifted
 Ms. Sonia Dupree, Senior Administrator for High School Mathematics
 Ms. Christina Zukowski, Senior Administrator for Middle School Mathematics
 Ms. Michelle Tucker, Senior Administrator for Elementary Mathematics

BACKGROUND

On June 2, 2010, North Carolina adopted the Common Core State Standards in K-12 Mathematics and K-12 English Language Arts released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. One significant change for middle and high school math content is the grouping and assessment of traditional topics from algebra, geometry, probability, and statistics throughout students' core math program. Staff has been working with the Triangle High Five math coordinators to understand and clarify the impact of the Common Core on teaching and learning. This focused group has developed a common proposal, which the five district administrations support, for middle school and high school mathematics course names and sequencing. This proposal is also being supported by DPI.

FISCAL IMPLICATIONS

Staff has hired teachers to make revisions in our on-line resources, CMAPP to align with Common Core: \$86,280

Currently we have set aside approximately 3.3 million dollars to purchase materials that will support the teaching of the new common core standards.

NEXT STEPS / RECOMMENDATIONS

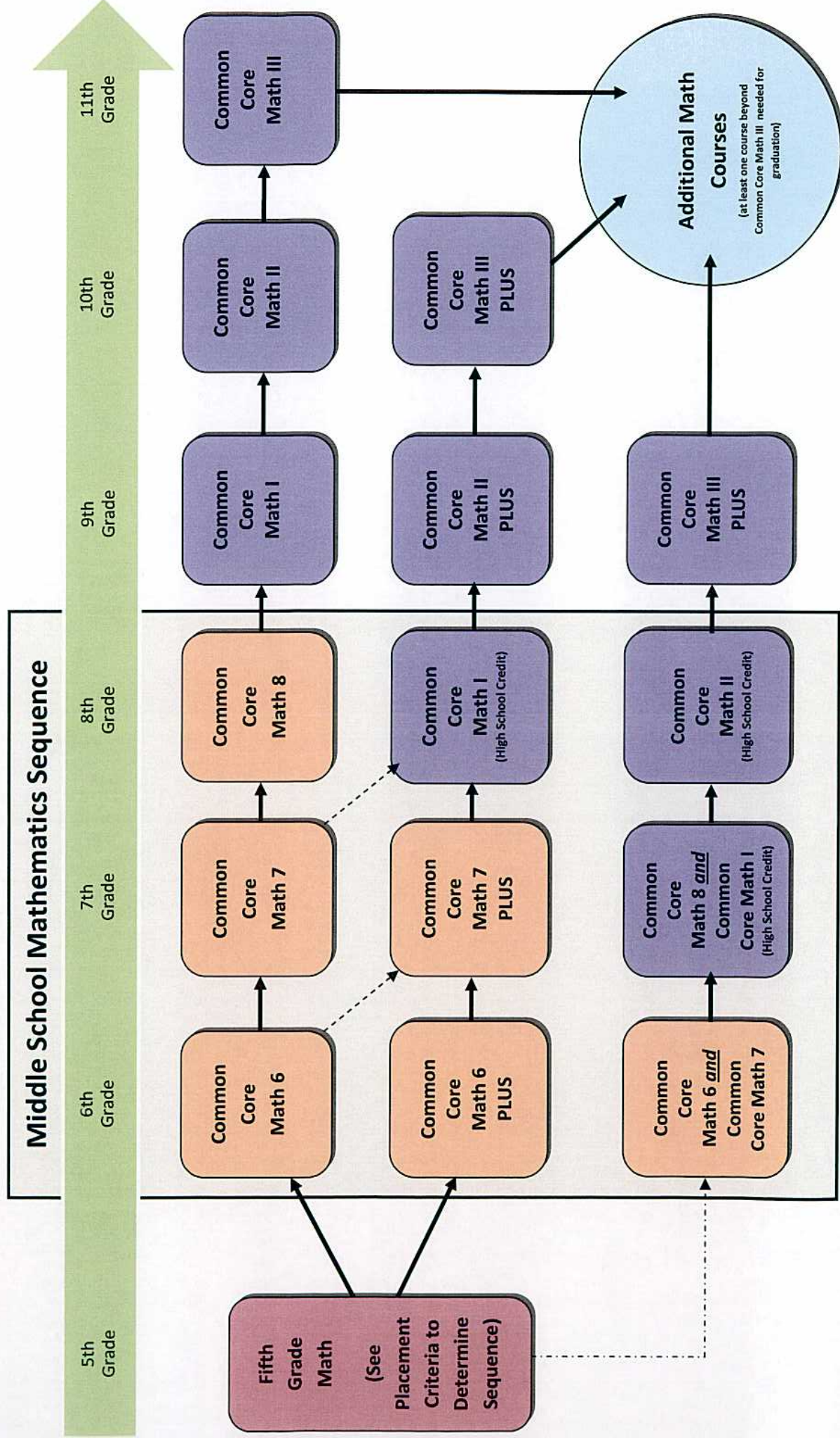
To gain approval of the Triangle High Five Middle and High School Math Course Titles and Sequence Changes.



Strategic Directives: Focus on Learning and Teaching; Retain, Recruit, and Train High Quality Employees;
 Develop and Implement Systems and Organizational Structures to Support Schools, Ensure Accountability, and Engage the
 Community; and Expand Fiscal Accountability

WCPSS Proposal for Middle and High School Mathematics Course Names and Typical Sequencing Draft 1/13/12

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Note: Students may move from one sequence to another based on their learning needs.

Note: The word PLUS indicates an advanced level course. An honors credit is only given to those high school courses taken IN high school.

Middle School Math Placement Criteria – DRAFT 1/13/12

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FOR 2012-13 ONLY – TRANSITION YEAR

Placement for Rising 6th Graders

Placement for Rising 7th Graders

Placement for Rising 8th Graders

- **Common Core Math 6**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).

- **Common Core Math 6 PLUS**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).

- **Common Core Math 7 PLUS**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I and has completed 5/6 Compacted Math

- **Common Core Math 7**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).

- **Common Core Math 7 PLUS**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).

- **Common Core Math I**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I and completed Pre-Algebra.

- **Common Core Math 8**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).

- **Common Core Math I**
Student has completed Pre-Algebra and has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).

- **Geometry**
Student has completed Algebra I.

In addition to these criteria, you must reference the Middle School Math Placement Board Policy #_____.

Middle School Math Placement Criteria – DRAFT 1/13/12

FOR SPRING 2013 AND BEYOND

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Placement for Rising 6th Graders

- **Common Core Math 6**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 6 PLUS**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 6 and Common Core Math 7**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I and a 98 percentile score or higher on a nationally normed aptitude or math achievement test.

Placement for Rising 7th Graders

- **Common Core Math 7**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 7 PLUS**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 8 and Common Core Math I**
Student has completed Common Core Math 6 and Common Core Math 7.

Placement for Rising 8th Graders

- **Common Core Math 8**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math I**
Student has completed Common Core Math 7 PLUS and has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math II**
Student has completed Common Core Math I.

In addition to these criteria, you must reference the Middle School Math Placement Board Policy #_____.

Transition to the Common Core State Standards for Mathematics

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Typical Student Sequences – See Placement Criteria to Determine Sequence

Current Math Course 2011-12	School Year			
	2012-13	2013-14	2014-15	2015-16
5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade
	Common Core Math 6	Common Core Math 7	Common Core Math 8	Common Core Math I
5 th Grade	Common Core Math 6 PLUS	Common Core Math 7 PLUS	Common Core Math I (for high school credit)	Common Core Math II
5 th /6 th Compacted	Common Core Math 7 PLUS	Common Core Math I (for high school credit)	Common Core Math II (for high school credit)	Common Core Math III
6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade
	Common Core Math 7	Common Core Math 8	Common Core Math I	Common Core Math II
Algebraic Thinking I	Common Core Math 7 PLUS	Common Core Math I (for high school credit)	Common Core Math II PLUS	Common Core Math III PLUS
Advanced 6 th Grade Math	Common Core Math 7 PLUS	Common Core Math I (for high school credit)	Common Core Math II PLUS	Common Core Math III PLUS
7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade
	Common Core Math 8	Common Core Math I	Common Core Math II	Common Core Math III
Algebraic Thinking II	Common Core Math 8	Common Core Math I	Common Core Math II	Common Core Math III

Pre-Algebra	Common Core Math I (for high school credit)	Common Core Math II (for high school credit)	Common Core Math III (for high school credit)	
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
8th Grade	Common Core Math I	Common Core Math II	Common Core Math III	
8th Grade Math Plus	Common Core Math I	Common Core Math II	Common Core Math III	
Algebraic Thinking III	Common Core Math I	Common Core Math II	Common Core Math III	
Algebra I	Geometry (supplement Geometry & Statistics concepts not covered in Algebra I)	Algebra II (supplement with CCSS concepts not covered previously)		
Geometry	Algebra II (supplement with CCSS concepts not covered previously)			

Phase-In of the Common Core State Standards for High School Mathematics

Typical Student Sequences

Current Grade Level 2011-12	School Year and EOC Status			
	2012-13	2013-14	2014-15	2015-16
7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade
		Common Core Math I Math I EOC	Common Core Math II PLAN	Common Core Math III ACT/SBAC
8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
	Common Core Math I Math I EOC	Common Core Math II PLAN	Common Core Math III ACT/SBAC	4 th Math Course
8 th Grade (took Algebra I in 8 th Grade)	Geometry (supplement Geometry & Statistics concepts not covered in Algebra I)	Algebra II (supplement with CCSS concepts not covered previously) PLAN	4 th Math Course ACT/SBAC	
	10 th Grade	11 th Grade	12 th Grade	
9 th Grade	Geometry (supplement Geometry & Statistics concepts not covered in Algebra I) PLAN	Algebra II (supplement with CCSS concepts not covered previously) ACT	4 th Math Course	
	11 th Grade	12 th Grade		
10 th Grade	Algebra II ACT	4 th Math Course		
	12 th Grade			
11 th Grade	4 th Math Course			

NOTE: All 10th grade students take PLAN and all 11th grade students take the ACT. When a student takes these tests depends on grade level, not the course in which the student is enrolled.

In 2010, there were 598 students in the 7th grade who (1) had a projected probability of success between 70% - 80% and (2) remained in WCPSS the following year for 8th grade. Of those 598 students, only 107 (or 18%) were enrolled into 8th grade Algebra I; 56 (or 52%) of those students passed Algebra I in 2011.

This number is lower than expected, and a few reasons why come to mind.

- First, it could be that only a small subset of the 70 – 80% students actually enrolled (107 out of the 598) and perhaps this was not a representative sample.
- Second, it could also be related to the schools and teachers where those students took the course. To explore the second option in more detail-- of those 107 students who did enroll in 8th grade Algebra I:
 - 64 students (or 62%) had a “Below” teacher, and 21 of those students (or 33%) passed.
 - 24 students (or 23%) had an “NDD” teacher, and 19 of those students (or 79%) passed.
 - 15 students (or 14.5%) had an “Above” teacher, and 13 of those students (or 87%) passed.
 - 4 students did not have teachers with value-added estimates.